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ABSTRACT

This resource manual resulted from a professional development project conducted in New York to provide two-year college staff members with the awareness, skills, and knowledge necessary to facilitate and reinforce occupational students' acquisition of writing skills. Introductory material outlines the purposes and objectives of the project, i.e., to increase instructors' understanding of the importance of writing skills to student comprehension of program content and organization; to assist faculty in adapting writing-related instructional techniques to their courses and programs; and to develop participants' abilities to transmit skills learned to their peers and colleagues. The next section provides synopses of the local faculty development projects, including the names of participating staff members at the 16 colleges involved; offers a summary profile of the strategies utilized at the colleges in their local efforts; and presents a series of topical agendas outlining local in-service programs. The final section presents the materials prepared for local staff development programs, including faculty survey forms used to assess instructors' awareness and perceptions of the importance of writing instruction; samples of sound writing assignments; standards for written work; and forms used in the evaluation of local programs. (HB)

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Writing in Postsecondary Occupational Education:

FACULTY DEVELOPMENT RESOURCE MANUAL

Materials Developed and Used by New York State
Two-Year College Staff in the
Role of Faculty Trainers

Basics of Career Program Achievement:
Emphasis on Writing
VEA 53-82-9002

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State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222

JC 830 421

September 1982

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PL-94-482 Title II, Vocational Education, Subpart 3
Education Amendments of 1976
Administered by the
New York State Education Department

FOREWORD

The deficiencies of many postsecondary students in the basic academic skill of writing is acknowledged in the professional literature and in discussions among educators from all levels of higher education. This professional development program was designed to provide two-year college staff members with awarenesses, skills, and knowledges necessary to use intervention strategies to reinforce and facilitate acquisition of writing skills by students in occupational and technical courses. The project perspective was provided by the primary project consultants, Dr. Lee Odell and Ms. Anne Herrington. Dr. Odell (1980) urges the use of writing to help students relate "the process of writing to the process of learning a given subject matter." Ms. Herrington (1981) views writing as learning--an approach that recognizes that students have something to say and the process of writing provides the way for them to discover and communicate it. She further states that such a perspective points to the responsibility that all instructors rightfully share of creating situations to stimulate student learning.

The rationale underlying this professional development program reflects the beliefs of our major consultants. Project activities were developed on the assumption that two-year college faculty members are able, in an intensive training session, to acquire a minimum set of knowledges, understandings and strategies necessary for improving student writing skills within their own classroom, as well as to acquire the motivation needed to function as a team and serve as peer trainers at their local campuses. Program outcomes, represented in part by the contents of this resource book stand as testimony to the interest, concern and ability of two-year college faculty and staff to recognize the importance of writing to learning and, perhaps more importantly, to the competent functioning of graduates in their chosen careers.

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Introduction and Purpose

This resource manual is a product of the second cycle of a professional development project conducted by the Two-Year College Development Center, State University of New York at Albany, in cooperation with the Bureau of Grants Administration, New York State Education Department, VEA 53-82-9002. The major purpose was to enhance student success in postsecondary occupational programs by increasing instructor awarenesses, skills and knowledges about writing-related techniques appropriate for reinforcement and application within the occupational curriculum. Specific objectives included:

- to increase the understanding of postsecondary occupational education instructors of the importance of writing skills to student interaction and comprehension of concepts, facts, organization and logic of program content;
- to assist faculty participants in adapting and testing writing-related instructional techniques for use in local career courses and programs;
- to develop the capability of participants to transmit their skills and understandings to peers and colleagues at local campuses.

Project activities were developed around a team concept. Participating college staff members functioned as teams representing their respective institutions. Most teams consisted of four faculty members representing a variety of occupational program areas and basic skill specialists. An administrator functioned in an ad hoc role to provide guidance and support, and coordination of inservice activities at the local college. An intensive three-day training session sought to provide team members with the skills and knowledges that would encourage application of selected writing-related strategies to ongoing instructional processes. In a workshop setting, participants experienced a range of activities and techniques adaptable to their own content areas.

The underlying theme of this training was that writing is a learning tool and as such is appropriate for the teaching-learning activity in any career content area. Toward developing this theme, the session included small and

large group activities designed to develop the perspective that use of writing techniques can help the students learn content of courses. Specific topics included making writing assignments, assessing the demands of assignments, relating assignments to course objectives, helping students with the composing process, and evaluating/responding to student writing.

The workshop also sought to help teams establish goals and assumptions about the role of writing in their respective curricula which could be shared at their local colleges, and to make specific plans for the implementation of these goals and assumptions.

This resource manual is based on the processes and the materials developed by local teams in transmitting their expertise gained from the three-day session to local faculty and staff. Development of materials is continuing at several colleges, however were not available in time for this publication. The manual has been compiled as a reference for the participating teams, as well as to provide a basic resource of staff-tested activities that can be used by other two-year college faculty, staff or administrators. The quantity of materials developed was extensive, making the cost of total reproduction prohibitive. Therefore, representative materials have been selected for inclusion.

The comprehensive materials developed specifically for the training workshop by the project consultants, Dr. Lee Odell and Ms. Anne Herrington, Rensselaer Polytechnic Institute, have been excluded from this manual of team-developed resources. It should be noted that in many cases the materials developed by the teams reflect those of the consultants, but have been adapted to better address local needs and preferences and career areas.

This publication is not intended to be a comprehensive manual on writing skills, but rather is a compilation of samples of materials that teams have used in professional development programs. These materials are not necessarily in a form that any instructor can pick up, find a detailed set of directions,

and use. They require certain attitudes, awarenesses, and background information to be applied. The authors of the materials obtained their background in the project inservice session and subsequently provided it to faculty on their campuses. All techniques and concepts will not be seen as appropriate for every course, but some techniques can, and have, been used with a wide range of courses with positive results.

All will agree that a very valuable resource to wider dissemination of a manual such as this is personal contact with those individuals who have been involved. Therefore, the team members, colleges and a brief summary of each of their local inservice programs constitute the first component of this manual.

In addition to serving as a source to facilitate sharing among the 16 teams and colleges who have participated to date and as a resource to other two-year college staff who may be addressing application of writing-related instructional strategies to occupational content, this manual is designed to recognize those two-year college professionals who have worked throughout the year and have given time and effort beyond project expectations. They are experienced in transmitting writing-related knowledges and skills through professional development programs to colleagues. They know what works, what does not work; and they recognize the advantages as well as the pitfalls of assuming two roles--that of classroom instructor and faculty trainer. They are eager and willing to share their thoughts and ideas with you.

We and the team members invite you to contact the team leader or individual participants if, as you go through this manual, you find this kind of interaction is useful to your needs. All are willing to talk with you, share experiences and whatever additional or specific materials may be available. The project staff at the Two-Year College Development Center also welcomes your inquiries.

Team and Program Identification

Team members, team leaders, and administrators who served in a specialized supportive role are identified in this section for each of the 16 colleges which participated in the Writing Professional Development Program. Each local staff development program is also summarized. A code letter has been assigned each college to facilitate identification of their materials throughout this resource manual.

This part concludes with two subparts: a summary profile of process options utilized by the various teams in their local efforts and a series of topical agendas outlining local inservice programs.

Writing in Postsecondary Occupational Education

Adirondack Community College*
Bay Road
Glens Falls, New York 12801

Ann Attanasio, Team Leader and Ad Hoc Administrator
Associate Dean for Continuing Education

Elizabeth Cassidy
Division Chair
Occupational Education

John Pennachio
Assistant Professor
Human Services

Alfred Patrick
Division Chair
Technology

Sindy Weiner
Division Chairperson
and Supervisor

The major objectives of the program at Adirondack Community College were to increase faculty awareness of and competence in the use of writing as a method of learning, and to provide faculty training in writing strategies. The major activity was a half-day workshop utilizing the services of Dr. Jerry Belcher as an outside consultant. Writing team members plan to continue their work in cooperation with the Writing Across the Curriculum Committee at the college.

---

*College A

Writing in Postsecondary Occupational Education

SUNY Agricultural and Technical College, Alfred*
Alfred, New York 14802

Kathryn Fosegan, Team Leader
Instructor
Developmental Studies

George DeSain
Professor
Electrical Engineering

Loretta Smith
Assistant Professor
Nursing

LaVerne Timmer
Assistant Professor
Business Administration

Grace Barton (Ex-Officio Member)
Director
Center for Developmental Studies

Robert Granger, Ad Hoc Administrator
Associate Dean
Academic Services

. The team members have worked together as a group throughout the semester in testing strategies within their own classrooms and in planning their major activities to be presented as part of the orientation session in August. Dr. Odell will serve as consultant by providing a general address and a workshop in specific strategies. The team plans to continue to provide supportive activities to interested faculty after the initial workshop. The team will provide a service and while simultaneously increasing awareness of the need for reinforcement of writing skills, better prepare students for eventual employment.

---

*College B

Writing in Postsecondary Occupational Education

Broome Community College*
Upper Front Street
Binghamton, New Yo-k 13902

Ann Sova, Team Leader
Assistant Professor
Developmental English

Dorothy Saeger
Associate Professor
Secretarial Science

Mary Price
Associate Professor
Nursing

Joseph Gay, Ad Hoc Administrator
Dean of Curriculum

The program at Broome Community College sought to determine the degree of interest and the extent to which writing was used by career faculty; and subsequently to encourage the use of writing as a learning tool through training in specific teaching strategies. The major activities of the team included development, distribution and analysis of a ten-question survey to all technological faculty at the college and an all-day workshop. Anne Herrington served as consultant. Future activities are planned at small group activities on a department-by-department basis and continuing cooperation with the Cross-Campus Committee.

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*College C

Writing in Postsecondary Occupational Education

Capital District Educational Opportunity Center*
Washington and Front Streets
Troy, New York 12180

Catherine Jordan, Team Leader
Assistant Professor
Business Education

Mary Shellard
Associate Professor
Business Education

Robert Connor
Assistant Professor
Auto Mechanics

William H. Chalmers, Jr..
Ad Hoc Administrator
Academic Program Coordinator
Associate Professor

In preparation for major activities, writing team members alerted peers through departmental meetings and collected writing samples for use in workshops. Team members have used selected writing strategies within their own classes and observed positive results from students as a result of this application. The workshop, to be implemented early in the fall semester, will consist of five major components followed by evaluation and planning for ongoing support.

*College D

Writing in Postsecondary Occupational Education

SUNY Agricultural and Technical College, Cobleskill*
Cobleskill, New York 12043

Morgan Desmond, Team Leader
Coordinator
Technical Writing Program

Phillip Campbell
Assistant Professor
Food Service

Peter Kaskeski
Assistant Professor
Plant Science

Gordon Simpson
Professor
Business Administration

W. Clifton Collins, Ad Hoc Administrator
Assistant Dean of Academic Affairs

The intended outcome of the program at Cobleskill is to enable faculty to design and grade effective short essay questions in their technical courses. Two workshops were held. The consultants for the first session were Steven North, Doris Quick, Edward Jennings--Albany. The second workshop was in the format of a clinic workshop and team members served as resource personnel. Cobleskill has an institution priority to develop college-wide standards for writing.

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*College E

Writing in Postsecondary Occupational Education

Jefferson Community College*
Watertown, New York 13601

Katherine Fenlon, Team Leader
Assistant Professor
Developmental English

Marie Hess
Assistant Professor
Nursing

Marie Huba
Instructor
Secretarial Science

Gerald Walsh, Ad Hoc Administrator
Academic Dean

At Jefferson the program intent was to work toward accomplishing the college goal of writing competence for all students, to increase faculty awareness of what constitutes good writing in occupational areas and to provide faculty training to assist them in adapting strategies to their teaching. The team has been working in conjunction with the local task force for writing across the curriculum. A day-long workshop was held utilizing community resources, especially personnel from community employers and agencies seeking writing competence as a qualification of future employees.

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*College G

Writing in Postsecondary Occupational Education

Mater Dei College*
Riverside Drive
Ogdensburg, New York 13669

Marsha Sawyer, Team Leader
Coordinator/Instructor
Learning Skills Center

Patrick Goughary
Instructor
Ophthalmic Dispensing

Sister Anne Hogan
Professor
Social Work

Jane Struzzi
Instructor
Rehabilitative Criminal Justice

Maureen T. Kravec
Ad Hoc Administrator
Coordinator/Instructor, Liberal Arts

The program at Mater Dei was designed to introduce the concept of writing as a learning tool, and subsequently provide training to enable career instructors to integrate appropriate strategies into their ongoing teaching. A day-long workshop was presented by Dr. Mary Lay of Clarkson as consultant. A follow-up meeting was held for reinforcement and support by team members. The team will continue as a staff development resource under the auspices of the Faculty Development Coordinator.

---

*College H

Writing in Postsecondary Occupational Education

Fulton-Montgomery Community College*
Johnstown, New York 12095

Harold Morrell, Team Leader
Associate Professor
Basic Skills Center

Andrew DeMarco
Professor
Business

Donna Donovan
Associate Professor
Nursing

Ed Serpa
Assistant Professor
Electrical Technology

Kathleen Wedrychowicz
Instructor
Basic Writing

Dr. Robert W. Kusek, Ad Hoc Administrator
Associate Dean
Career Education

The goal at Fulton-Montgomery was to improve career student achievement by providing faculty with awareness and skills needed to assist students in overcoming writing weaknesses. The major activity was a workshop held at semester's end. The local writing specialist was used as a consultant-resource in conjunction with team members. Follow-up and support will be continued through informal small groups sessions as well as a final workshop designed as part of fall orientation activities.

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*College F

Writing in Postsecondary Occupational Education

Mohawk Valley Community College*
1101 Sherman Drive
Utica, New York 13501

Satya Tandon, Team Leader
Assistant Professor
Developmental English

Mary Chilton
Instructor
Business Management

Leon Heselton
Department Head
Electrical Engineering Technology

Richard Thomas
Assistant Professor
Science and Technology

Harold Cantor, Ad Hoc Administrator
Department Head
English/Humanities

The goals of the program were to develop greater awareness of those writing principles applicable to occupational content courses, and to encourage use within the instructional process by providing an opportunity to develop skills and knowledges necessary for such application. The program was initiated through a series of weekly informal sessions by team members which simultaneously served as planning sessions and an exchange of ideas and experiences from personal application of writing strategies. A college-wide survey was developed, distributed and analyzed by the team to identify specific areas to address and to increase awareness of the team effort. A half-day workshop was held in April at which team members served as presenters and resource personnel. Following the workshop, two afternoons a week were set aside when team members were available to help faculty on an informal basis. The college has a priority for writing across the curriculum and the team is functioning within this priority.

---

*College I

Writing in Postsecondary Occupational Education

Niagara County Community College*
3111 Saunders Settlement Road
Sanborn, New York 14132

Samuel Sheusi, Team Leader
Instructor
Food Service

Barbara Higgins
Assistant Professor
Nursing

Marvin Maziarz
Assistant Professor
Technology

Teresa McGlennon
Associate Professor
Secretarial Science

Judith Blackley, Ad Hoc Administrator
Assistant Director
Faculty Development

The program at Niagara seeks to increase awareness and provide instruction on strategies appropriate for integration of writing into career classrooms. Team members piloted selected strategies as a basis for presentation at subsequent sessions. Future plans include further activities as part of fall orientation.

---

*College J

Writing in Postsecondary Occupational Education

Paul Smith's College*
Paul Smiths, New York 12970

Patricia Lambert, Team Leader
Assistant Professor and Director
Writing Lab

David Johnson
Instructor
Ecology & Environmental
Technology Division

Francis McAllister
Assistant Professor
Forestry Division

Ruth Radbill
Instructor
Hotel Division

Dr. Charles Alexander
Ad Hoc Administrator
Campus Project Coordinator
Writing Across Disciplines

The team at Paul Smith's College has been planning a multi-day workshop for career content instructors. They plan to use an outside consultant for a Friday-Saturday activity in late summer. Subsequent to the workshop, the team will hold regular scheduled sessions within various divisions and are currently considering a formal course designed for faculty. The follow-up will include opportunities to share problems, successes and a mutual idea source. The college has a priority for writing and basic skills, and is currently anticipating that team efforts will continue within that priority.

---

*College K

Writing in Postsecondary Occupational Education

Schenectady County Community College*
Washington Avenue
Schenectady, New York 12305

Elaine Heidenstrom, Team Leader
Coordinator
Remedial English

Rosemary Hitchcock Bak
Instructor
Business/Accounting

Louis Zagata, Jr.
Technical Specialist
Nondestructive Testing Technology

Douglas Burgham, Ad Hoc Administrator
Dean of Faculty

The program at Schenectady County Community College was initiated through integration of writing strategies into classrooms by team members. These pilot efforts provided the basis for planning and development of the major activity--a conference workshop at the end of the semester. Dr. Odell served as consultant. The purpose of the conference was to increase faculty/staff awareness of the need for and use of writing in occupational content areas. A future follow-up session is planned for early fall; and small group sessions will be used to reinforce concepts, share ideas, encourage acceptance and implementation, share writing assignments, techniques and results.

---

*College L

Writing in Postsecondary Occupational Education

Suffolk County Community College*
Western Campus
Crooked Hill Road
Brentwood, New York 11717

Mena Conway, Team Leader
Associate Professor
Secretarial Science

Joseph DeFilippe
Assistant Professor
Business Administration

Scott Johnson
Assistant Professor
Learning Center Developmental Studies

Jan Parker
Associate Professor
Banking

Phillip Chirch, Ad Hoc Administrator
Coordinator
Learning Center/Developmental Studies

The objectives of the Suffolk local professional program were to increase the amount of writing faculty require of students, to provide faculty with specific strategies for writing as a learning tool and to promote ongoing communication within disciplines. The major activities toward achieving these objectives included a four-hour Saturday session followed by two follow-up sessions. Team members served as presenters and resources for the sessions with topics paralleling those addressed at the January session. The follow-up session employed a local consultant (a staff member) and specialist in writing. The team plans to continue as an ongoing resource to faculty.

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*College M

Writing in Postsecondary Occupational Education

Tompkins-Cortland Community College*
170 North Street
Dryden, New York 13053

Dan Pukstas, Team Leader
Instructor
English/Developmental Studies

Pat Bence
Assistant Professor
Business and Public Service

Susan Hale, Ad Hoc Administrator
Division Head
Liberal Arts and Humanities

Marlene Blumin (Ex-Officio Member)
Reading & Developmental Studies

The program objectives were: to introduce the use of writing as a learning tool, to assist in construction of effective writing assignments, to develop awareness of the specific demands of assignments, to increase the confidence of faculty in their ability to help students write well and to provide the skills by which student writing can be assessed appropriately by content faculty members. Toward achieving these objectives, a series of workshops were held with team members serving as presenters and resource, follow-up is scheduled during August and the fall semester. The prognosis for continuance of effort is positive since there is a college priority for basic skills.

---

*College N

Writing in Postsecondary Occupational Education

Trocaire College*
110 Red Jacket Parkway
Buffalo, New York 14220

Donald McAndrew, Team Leader and Ad Hoc Administrator
Coordinator, Developmental Skills Program

Anne Bleneman
Assistant Professor
Nursing

Ann Williams
Director
Surgical Technology Program

Beverly Slichta
Assistant Professor
Human Services

The goal of the writing program at Trocaire College was to increase the working knowledge, skill and positive attitude in using writing strategies as part of ongoing instruction in career courses. The program was introduced through a half-hour presentation at a faculty meeting. Several innovative approaches to increase interest were utilized, such as bumper stickers and breakfast meetings. The writing team members served as instructor/trainers for a series of three workshops; one half-day session and two follow-up one-hour sessions. The team plans to continue as part of the local staff development resources.

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*College 0

Writing in Postsecondary Occupational Education

SUNY Agricultural and Technical College, Delhi
Delhi, New York 13753

Kathleen Martin, Team Leader
Assistant Professor
Developmental English

William Brosi, Assistant Professor
Business Management, Accounting

Fred Noetscher, Assistant Professor
Architecture

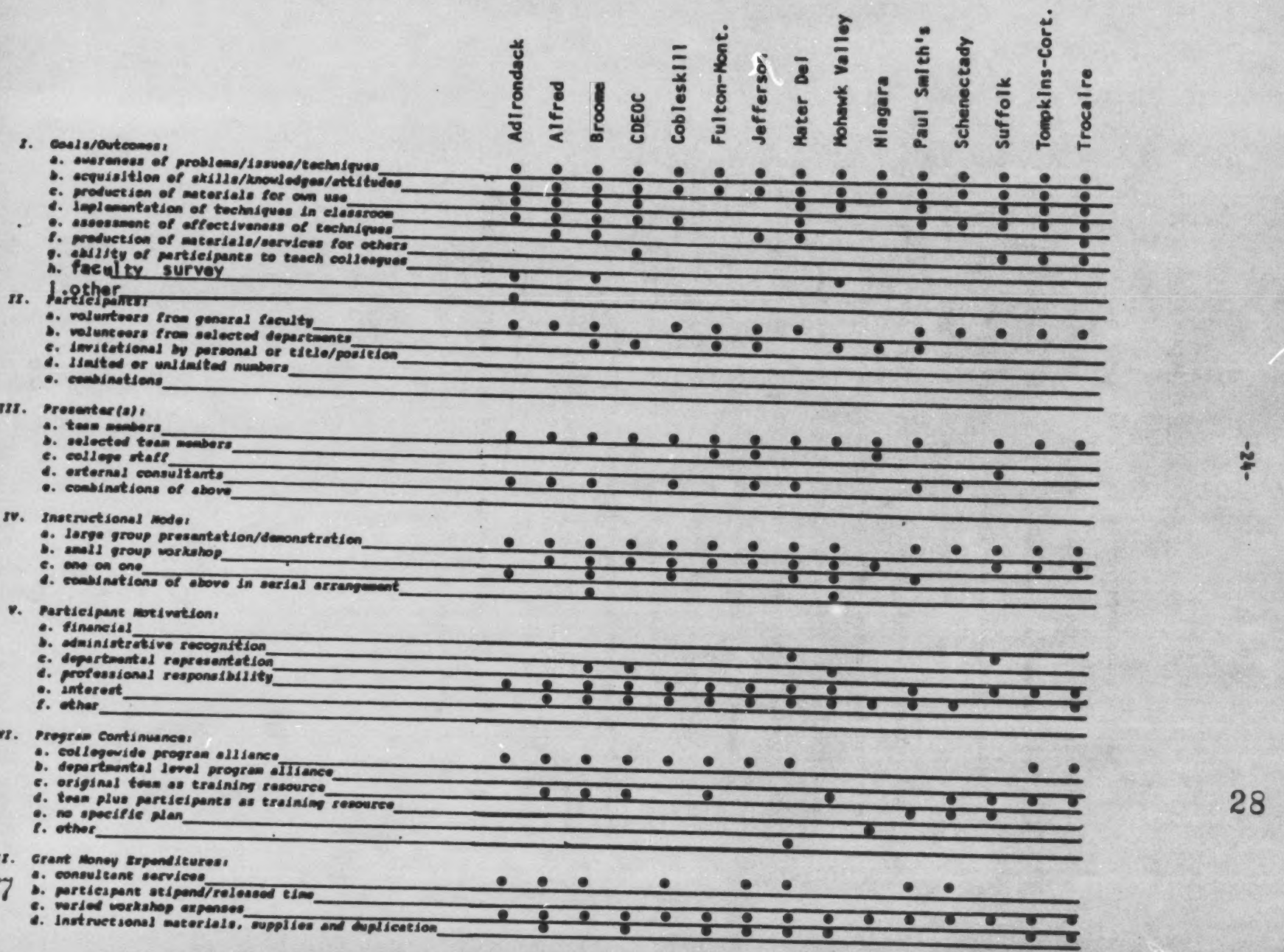
Robert J. Nelson, Dean
Ad Hoc Administrator
Liberal Arts

The team from Delhi Agricultural and Technical College chose not to apply for support for their local inservice efforts.

Summary of Local Program Strategies

The processes employed by the 16 teams are summarized by indicators (•) on the following chart. As shown on the chart, most teams addressed the awareness of problems and issues; and techniques, attitudes, skills and knowledges to address them. Two faculty surveys were developed and used to help determine local interest as well as build awareness. By late spring eleven teams had implemented techniques in the classrooms. In most cases local participants were volunteers from the faculty or from targeted departments. The most popular instructional mode for local inservice was large group presentation with some follow-up on a small group or one-to-one basis. The universal motivation for participation was professional interest, and in some cases, administrative recognition. Plans for program continuance in many cases is tied to an existing college-wide priority or program emphasis and the teams are seen as an ongoing resource within that priority. Most grant money was expended for consultant services, and for materials and other expenses incurred by workshops.

Frequency of General Process Options Used In Inservice Programs



B. Local Inservice Program Outlines

The topics addressed in the local programs generally reflect the content of the January workshop session modified to fit the time and audience at each campus. By way of illustration, several topical agendas have been selected to represent the programs developed and presented by the writing teams.

College D

Writing in Postsecondary Occupational Education

Outline of Local Inservice Program

I. Introduction

- A. Purpose of Workshop--Writing Across the Curriculum (WAC)
- B. Need for writing skill by vocational students
  - 1. Placement
  - 2. Resume
  - 3. On-the-job writing
- C. Speculative Writing

II. Learning by Writing

- A. How to use writing in class
- B. Why use writing in class
- C. What kind of writing to use in class
- D. When to use writing most effectively

III. Making Assignments

- A. Well-defined assignments (related to course objectives)
- B. Problems with assignments
- C. Use of written assignments as a learning tool
- D. Writing vs. objective testing

IV. Helping Students Compose

- A. Writing analysis
- B. What kind of errors to look for
- C. How to help students become better writers

V. Conclusion

- A. Wrap-up
- B. Assignment for follow-up session
- C. Evaluation

Program Goals[1]

"WRITING TO LEARN"

EACH PARTICIPANT WILL BE ABLE TO DEVELOP SPECIFIC STRATEGIES FOR:

1. USING WRITING TO HELP STUDENTS LEARN THE CONTENT OF YOUR COURSES.
2. MAKING WRITING ASSIGNMENTS.
3. ASSESSING DEMANDS OF YOUR WRITING ASSIGNMENTS.
4. RELATING YOUR WRITING ASSIGNMENTS TO YOUR COURSE OBJECTIVES.
5. HELPING STUDENTS WITH THE COMPOSING PROCESS.
6. EVALUATING AND RESPONDING TO STUDENTS' WRITING.

IN ADDITION TO THESE OBJECTIVES WHICH RELATE TO YOUR OWN TEACHING, YOU WILL BE ABLE TO MAKE PLANS FOR NEXT YEAR'S WORK BY:

1. ESTABLISHING GOALS AND ASSUMPTIONS ABOUT THE ROLE OF WRITING IN THE CURRICULUM WHICH ALL MEMBERS OF YOUR DIVISION CAN SHARE.

2. MAKE SPECIFIC PLANS FOR IMPLEMENTATION OF THOSE GOALS.

[1]Used as overhead and group discussion.

INSERVICE OUTLINE FOR CAREER FACULTY
WRITING AND LEARNING

Checklist of Suggestions for Your Continued Use in Implementing Writing in Your Courses

I. Using speculative writing

Suggestions: Have students do frequent, informal, in-class writings. You may ask them to summarize, to speculate, to explain the problems they are having.

II. HELPING STUDENTS WITH THE COMPOSING PROCESS

Suggestion: Identify the most important demands of your assignment and devise a handout (or better, a classroom activity) that will help students meet those demands

III. RELATING ASSIGNMENTS TO COURSE OBJECTIVES

Suggestions:
1. State course objectives in terms of the knowledge and skills you want students to acquire.
2. Link assignments to specific objectives so it is clear what knowledge and/or skills the assignment is designed to help students learn.
3. When possible, sequence assignments in terms of degree of difficulty of intellectual demands.

IV. MAKING ASSIGNMENTS

Suggestions for making assignments:

1. Identify the important questions (or topics or issues) students should consider.
2. Identify the audience and purpose for the writing. (For example: Is the student to try to persuade the reader? Is the student to explain a procedure so clearly that someone else can perform the procedure?)

V. ASSESSING DEMANDS OF YOUR ASSIGNMENTS

Suggestions: Identify some of the important demands your assignments place on students. You can do this by:

1. doing the assignment yourself and noting the questions you had to answer and the strategies you had to use in formulating and expressing your ideas;
2. analyzing student papers from previous semesters, asking this question: What questions or strategies are reflected in the better papers and how do those

differ from questions and strategies reflected in the poorer papers?

VI. EVALUATING AND RESPONDING TO STUDENT WRITING

A) Dealing with Errors--

Suggestions:
- Look for patterns in students' errors (Are there some that simply indicate lack of proofreading? Are there some that suggest a student is confusing conventions of spoken and written language? Are there any that can be eliminated by the student's learning a simple rule?)
- Determine your skills and priorities; try to help students with problems that 1) you understand, 2) you have time to deal with.
- Establish a limited set of editing conventions that students must observe.
- If a student has serious problems with, say, syntax, insist that the student seek help at the Learning Center.

B) Grading and Commenting--

Suggestions:
- Explain and illustrate criteria before students turn in their papers.
- Include as part of the assignment a statement of criteria; these criteria should be based on the demands of the task.
- Play fair; evaluate papers with the criteria you set up; do not allow hidden agendas to influence your judgment.
- Make your comments descriptive and helpful; tell students what they are presently doing/failing to do and what they need to do to improve in the future.
- Limit your comments; focus on those things that are most closely related to the goals of your course.

AGENDA - Inservice Program

Writing in Career Programs

A. Writing on Your Own

I. Speculative Writing: Darwin selection (see page 33)

What can you find in this passage that is related to your subject?

Discussion in small groups plus brief large group summary.

II. Writing from Remembrance:

Remember a time, or the last time, you wrote about your subject. Write about it.

Discussion in small groups: Keep in mind as you discuss what you discovered about your subject when you wrote about it.

Large group discussion - *How did writing help you discover things about your subject? (alternate question--How did writing on the Darwin selection help you discover things about your subject?)*

B. Discovery and Writing

I. Writing to Describe (and Analyze): Nutrition Center Papers

Read the Nutrition Center assignment and the student papers. What discoveries have the students made?

Student papers - transparencies.

Large group discussion of discoveries.

II. Reaction Writing

Look at the following paintings. Without worrying about things like grammar or spelling, write about what you see.

Slides

Small group discussion of observations.

C. Writing in Your Classes

I. The Writing Process

Review

Dealing with errors - Aristotle
McDonald's paper
New York Times
Wall Street Journal

Dangers of overemphasis - NYSUT Writing Content Judges
Gettysburg Address
Declaration of Independence

Editing - Use student journals and papers, and transparencies

II. Classes and Writing

What are some of the ways you could use writing (more) in your classes? What would this require?

Small group discussion.

Large group discussion.

III. One Assignment

Design a specific writing assignment for one of your classes. How will this writing help your students learn a particular element of your subject?

IV. Summary

What connections between writing and learning have you seen today?

Large group summary.

Selection:

It is interesting to contemplate a tangled bank, clothed with many plants of many kinds, with birds singing on the bushes, with various insects flitting about, and with worms crawling through the damp earth, and to reflect that these elaborately constructed forms, so different from each other, and dependent upon each other in so complex a manner, have all been produced by laws acting around us. These laws, taken in the largest sense, being Growth and Reproduction; Inheritance, which is almost implied by Reproduction; Variability from the indirect and direct action of the conditions of life, and from use and disuse: a Ratio of Increase so high as to lead to a Struggle for Life, and as a consequence to Natural Selection, entailing Divergence of Character and the Extinction of less-improved forms. Thus, from the war of nature, from famine and death, the most exalted object which we are capable of conceiving, namely, the production of the higher animals, directly follows. There is grandeur in this view of life, with its several powers, having been originally breathed by the Creator into a few forms, or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being evolved.

III. Selected Topics and Materials

In presenting local staff development programs, the teams developed and adapted materials to address the topics selected. This section of the manual is devoted to these materials, grouped by the following topics:

- Building Awareness and Perspective
- Making Sound Writing Assignments
- Standards/Criteria for Writing
- Forms Used in Evaluation of Local Programs

A. Building Awareness and Perspective

All teams had to address an awareness-building phase with their local faculty; which served to develop perspective and determine appropriate applications to respective career programs. To help build positive attitudes and motivation, some teams used evidence such as identifying the direct contribution to college priorities for basic skill development, to helping retention, citing various research findings, underscoring the perspective that writing is a learning technique, and common sense arguments such as the appropriateness of teaching behavior to providing students the techniques of how, as well as what, to learn.

One college developed a bibliography and drew excerpts on writing from the literature and research sources to use as a basis for discussion with local faculty. Selections from both bibliography and excerpts are included as resources:

Excerpts:

- As students we are taught formulas, we are given examples and told this is how to write. We are never taught to write freely or truthfully. It is as if we were programmed not to be free or open when writing, but to write all things in the manner that the examples were written in. We are always told to write openly now, but being programmed we cannot.

- Writing is frustrating because it's filled with rules. Ideas aren't enough. Teachers want more paragraphs, correct sentences, cut out this, elaborate on that. Whenever I write, all those things pop into my head almost as fast as my ideas for what I'm writing. Another thing is negative criticism. In high school when I wrote a paper, the teacher seemed to mark up my paper with what was wrong with it more than what I had accomplished. A lot of times--no--most of the time--after a paper was corrected with the teacher's "suggestions," I had already given up. Sometimes it just wasn't worth trying again; I never thought I could do any better. Somehow it seemed more important to impress the teacher than to please myself. One time I wrote on a paper asking the teacher what makes his criticisms of my work so right? He wrote--Because I'm up here and you're here to listen to me.

- I guess I get so frustrated mainly because I really don't know how to write. It seems like every time I've tried in the past, the hidden

comment was always--No, you don't do it this way. I can honestly say I've never enjoyed it in school before. Before I got a paper back, I already had an idea what was written on it.

- It's hard to describe what I wanted the paper to say. From the thoughts and ideas I had it progressed comfortably and logically for me. I'm not sure how I'd make it different other than to give examples, which I didn't want to do. I don't know what you wanted so therefore I'm afraid it's not what I wrote. I am basically pleased with my paper . . . . At times I was scared and frustrated while writing; I didn't like searching for the right words and having it elude me. The hardest thing wasn't in meeting my expectations, but in not knowing your expectations . . . . I still don't know what I'd do next time because I'm not sure this time was "right."

Bibliography:

Cooper, Charles, and Lee Odell. Evaluating Writing: Describing, Measuring, Judging. Urbana, Illinois: National Council of Teachers of English, 1977.

An excellent survey of evaluation methods (holistic scoring, primary trait scoring, analytic scales, etc.), with some especially interesting material on student self-evaluation and near evaluation--and specific suggestions about how to make these techniques work.

Elbow, Peter. Writing without Teachers. New York: Oxford University Press, 1973.

Elbow advocates the use of free writing as a way of helping students overcome initial writing blocks and of focusing and developing their ideas. A readable, intelligent, practical book.

Judy, Stephen. "Writing for the Here and Now: An Approach to Assessing Student Writing." English Journal, 62:1 (1973), 69-79.

Sane, practical, and kind, Judy makes an important point about the necessity of reworking papers.

Macrorie, Ken. Untaught. Rochelle Park, NJ: Hayden Book Co., 1970.

This is Macrorie's account of the way in which he developed his approach to writing and teaching writing. I highly recommend this book which deals not only with writing but also with attitudes about teaching.

_____. Telling Writing. 3rd ed. Rochelle Park, NJ: Hayden Book Co., 1980.

Macrorie's writing text for college freshmen. For many reasons, I consider this to be one of the best texts available. Extremely well written (students actually read it); loaded with student samples.

Sale, Roger. On Writing. New York: Random House, 1970.

An irreverent look at "The English Paper" that ultimately makes all kinds of good sense about what it means to write well.

Shaughnessy, Mina. Errors and Expectations. New York: Oxford University Press, 1977.

Simply the most important book on Basic Writing that I have ever seen. Essential reading.

College M

1. Faculty Survey Forms

In some instances, teams made the decision that a faculty survey would serve multiple purposes. First, it would increase the awareness of other faculty of the presence of a functioning faculty team on the campus and the kinds of issues in which they were interested. And secondly, it would provide the team with indications of local priorities from the faculty's point of view. Four instruments are included in this manual. Some items seek specific information on the kinds of writing faculty normally require of students. Others seek attitudes and opinions on writing from both a personal and professional point of view.

College C

Faculty Survey Form

Directions: 1) Please answer the following questions for each course you teach.
2) Return the questionnaire by March 1.

Questions:	Course Title:	Course Title:
1. What type of examinations do you give your students?	a. subjective b. objective c. other _____.	a. subjective b. objective c. other _____.
2. What type of writing is required in the laboratory or practice segment of your course?	a. full sentence reports/notes b. incomplete sentence/ notes c. none is required d. other _____.	a. full sentence reports/notes b. incomplete sentence/ notes c. none is required d. other _____.
3. Do the students write term papers?	a. yes b. no	a. yes b. no
4. Do the students write analytical reports (critiques)?	a. yes b. no	a. yes b. no
5. Do you give very specific guidelines for the written requirements?	a. yes b. no c. not applicable	a. yes b. no c. not applicable
6. Do you require a specific style/format for written assignments?	a. yes b. no c. not applicable	a. yes b. no c. not applicable
7. If you give written assignments, do you correct mechanical errors as well as content errors?	a. yes b. no c. occasionally	a. yes b. no c. occasionally
8. Do you take credit off for mechanical errors?	a. yes b. no c. occasionally	a. yes b. no c. occasionally

9.	How important is clarity of students' writing for success in your course?	a. very important b. sometimes important c. writing is rarely required d. other _____.	a. very important b. sometimes important c. writing is rarely required d. other _____.
10.	How important is clarity of writing for success of the student when in the employment setting?	a. very important b. sometimes important c. rarely required d. other _____.	a. very important b. sometimes important c. rarely required d. other _____.

Comments:

Faculty Survey Form

1. Do you think writing should be required of all students in all subjects?
   Yes_____ No_____
   Comments:

2. How frequently do you use writing in your classes?
   every class meeting _____
   once a week _____
   once a term _____
   not at all _____
   other _____
   Comments:

3. What types of writing assignments do you use?
   essays _____ lab reports _____
   research paper _____ short writing assignments _____
   short answer quizzes _____

4. Do you consciously design writing assignments with course objectives in mind? always _____ sometimes _____
   frequently _____ occasionally _____
   Comments:

5. What course(s) do you use writing in? Please list them below.

6. Are there any factors that restrict use of writing in your courses?
   Yes_____ No_____
   If you checked yes, please comment:

7. Which one(s) of the following skills are your students deficient in:
   A. most students _____
      many _____
      a few _____
   B. paragraph development _____
      organization _____
      sentence structure and style _____
      grammar _____
      spelling _____
      vocabulary _____
      punctuation _____

8. Which of the following areas would you like to see addressed in a writing across the curriculum workshop?
   1. making writing assignments _____
   2. evaluating writing assignments _____
   3. assessing demands of the subject _____
   4. making student writing consistent with the demands of the assignment _____
   5. other _____
   Comments:

College 0

Faculty Survey Form

Attitude/Motivation

1. Why do you like or dislike to write?

2. What do you remember about your writing experiences in grade school? in high school? in college?

3. Name specifics that helped you in writing during your education (besides the invention of the ball point).

4. Name some specifics that hindered you in writing during your education (besides broken pencils and lost papyrus).

5. How often during class time, do you ask your students to summarize, speculate or explain problems they are having with the material? Why or Why not?

Faculty Survey Form

The following are a series of statements about writing. Because there are no right or wrong answers, please indicate as honestly as possible how you feel about each statement by circling the appropriate number according to the following scale:

5 strongly agree	4 agree	3 uncertain	2 disagree	1 strongly agree

1.	I never look forward to writing down my ideas.	5 4 3 2 1
2.	I have no fear of my writing being evaluated.	5 4 3 2 1
3.	I hate writing.	5 4 3 2 1
4.	If I have something to express I'd rather write it than say it.	5 4 3 2 1
5.	I am afraid of writing when I know it will be evaluated.	5 4 3 2 1
6.	My mind seems to go blank when I start to work on a piece of writing.	5 4 3 2 1
7.	I'm always reluctant to write.	5 4 3 2 1
8.	I don't like other people to read my writing.	5 4 3 2 1
9.	I'm willing to express my ideas in writing.	5 4 3 2 1
10.	I feel confident in my ability to clearly express my ideas in writing.	5 4 3 2 1
11.	I see writing as an outdated, useless way of communicating.	5 4 3 2 1
12.	In my job field writing seems an unneeded skill.	5 4 3 2 1
13.	I'm able to clearly write down my ideas.	5 4 3 2 1
14.	Writing is a beneficial skill.	5 4 3 2 1
15.	Discussing my writing with others is an enjoyable experience.	5 4 3 2 1
16.	I have a terrible time organizing my ideas in a piece of writing.	5 4 3 2 1
17.	When I have something to express I'd rather say it than write it.	5 4 3 2 1
18.	An ability to write will be a worthwhile skill in my occupation.	5 4 3 2 1
19.	I enjoy writing.	5 4 3 2 1
20.	I am pretty good at writing.	5 4 3 2 1

B. Making Sound Writing Assignments

As has been noted, the project was developed with the rationale that students who are better able to interact with the content of their field are more apt to experience academic and employment success; and that writing is a tool towards helping students learn, understand and perceive relationships in that content. Two categories of activities were utilized most frequently by teams when undertaking their local programs.

Free or speculative writing was undertaken by most team members within their own classrooms, and to a large extent, by colleagues with whom they worked. Use of the speculative writing technique ranged from periodic minimal efforts to a systematic process by which students were continually interacting with the individual faculty member; for example:

- reactions to lab periods on 3 by 5 cards,
- journal entries of lab efforts (in some cases part of the grade),
- informal reactions at the close of each class period directed to the faculty member with an invitation to comment openly about any portion of the class or its activities,
- an assignment used in conjunction with lectures thereby providing for interaction with materials.

The second approach used frequently was that of making more meaningful assignments. It was more inclusive than exclusive and incorporated, in many instances, aspects of the total training program experienced by the team members. By way of example, speculative writing was often part of an assignment, course objectives were linked to assiginments, and grading criteria were identified and included as part of the inservice effort addressing assignments.

This section of the resource manual presents selected samples of assignments that were developed subsequent to local programs. The section

begins with an outline toward making a good writing assignment. It is followed by a "before and after" selection. The "before" was used prior to participation and the "after" (1982) assignment subsequent to the training session. The remaining sample of assignments have been selected to represent the scope of activities undertaken to address assignments implemented. The samples are included as a point of reference and as a resource for others to make appropriate adaptations to local needs.

KEYS TO A GOOD WRITING ASSIGNMENT

PURPOSE: Connecting the assignment to a learning objective makes the assignment a positive growth experience rather than a negative hurdle.

REPETITION: Where possible, use the same type of assignment several times. In this way students become comfortable with the demands of the assignment and can improve by looking at previous mistakes.

EVALUATION: Unless you're teaching a course in mind-reading, let the students know how their assignment will be evaluated. What will constitute a C paper? An A paper?

SEQUENCE: Arrange writing assignments according to an increasing level of difficulty. Have later assignments build on the skills and knowledge developed in earlier assignments.

SPECIFICITY: How long will the assignment be?
Typed?
Is there a specific format which will be expected?
What is this format?
What questions should be answered in the assignment?
Who is the audience for the assignment?
Should the assignment represent a personal point of view?
Should it be objective?
What should NOT be done?

Sample Assignment #1
1981 (before training)
(Developmental Psychology)

1. Pilot project with Student Personnel Office:
   Points will be given when notified by that office that project assignments are completed.

2. Piaget tasks:
   Select 3 tasks from films and identify by name.
   For each task:
   a. Describe materials used.
   b. Write directions in preparation for the experiment.
   c. Explain the expectation for children at different stages for the task.
   d. Try each of the 3 tasks on 2 children of different ages: i.e., 5 year old and 9 year old.
   e. Write a summary or dialogue between you and child for each task.

REPORT MUST BE TYPED.

A. Task 1-
   1. Materials
   2. Direction
   3. Expectation
   4. Child 1
   5. Child 2

B. Task 2-
   1. Materials
   2. Directions
   3. Expectation
   4. Child 1
   5. Child 2

C. Task 3-
   1. Materials
   2. Directions
   3. Expectation
   4. Child 1
   5. Child 2

3. Two people can work together on this project.
   "3 to Get Ready" (Sunday, Buffalo News - begins March 1)

   1. Read 4 issues for this magazine. For each issue: list 5 items; then evaluate each according to age level, cognitive level, and purpose.

      EXAMPLE: 2/15/81

ITEMS	Age Level	Cognitive Level	Purpose
"Eye Power"	over 7	concrete	illusions

   2. Find and summarize 2 articles written in magazines or journals reviewing "3 to Get Ready." Give complete bibliographical data.

   3. Give your opinion of these magazines, pro and con.

   4. Review the literature on teaching language to primates from the 1960's to the present.

      1. Summarize 6 articles: 2 from 60's; 2 from 70's; 2 from 80's

      2. Explain the behaviorist's view of primate language learning. Identify and explain one other view of primate language learning.

      3. Give your own conclusions.

1982 (after training)
(Developmental Psychology)

General Directions for all projects:

1) Your report must be typed No exceptions!

2) Your report is worth 25 points. The division of those points is explained on the sheet of requirements for the topic you have chosen. The topics are:

A. Piagetian Tasks
B. Parenting
C. Is There A Mid-Life Crisis?
D. Self-Awareness: "Me"

3) Your report is due Monday, April 19.

Penalties: One day late - 3 points
Two days late - 6 points
Three days late - 10 points
Four days late - 15 points
(Later? Why not forget the whole thing!)

Be sure to ask questions before you hand in your report so that you can get the best possible total score.

(Next page . . .)

Project Topic A: Piagetian Tasks

1. Select 1 of the tasks from the film on classification: multiple, class inclusion, hierarchy.

2. Find a child under the age of 8 who is willing to try the tasks for you. Be sure you do the tasks in a quiet place, preferably without other observers who might "prompt" the child.

3. Your report must include the following items. The number of points earned for each part is indicated in parentheses. Be sure you letter your information just as below (A-H) on your typed report.

   A. Name of task and the purpose of the task. (2)
   B. Full description of materials used. Attach materials in an envelope to your report. Use a stapler. No paper clips. (2)
   C. Describe the child: age, sex, grade in school. (1)
   D. Describe the location where the task was performed. (1)
   E. Give the dialogue between you and the child. You should have your statements and questions prepared ahead of time. Then, fill in the child's answers. Use the format: S = you, the student; Ch = child
      S
      Ch.
      Continue until the task is finished. (10)
   F. Name the stage or substage you feel the child has reached. Explain why you made that selection. (4)
   G. Select a term from Piaget's vocabulary (other than any you may have used in F) and show how it does or does not apply to the child. (2)
   H. What did you learn from this experience? (3)

Project Topic B: Parenting

Select 5 parents who are willing to respond to the following 2 examples. You are to read them to them and record their responses.

Example 1. You are the parent of a 7 year old. You look out the window and see your 7 year old throwing pebbles at a passing car. What do you do? .....Why?

Example 2. Your 9 year old comes home and tells you there was a big fight between 2 classmates after school. Your child watched, knows who started it, but didn't get involved. Your child is concerned about what will happen in school tomorrow because a teacher came by after the fight started, saw all 3 of them, and told them to be in the principal's office first thing in the morning. What do you say now to your child?

Your report: Number each parent 1, 2, 3, 4. Do a separate write-up for each including the following exactly.

A. Parent 1, 2, 3, 4, 5
Mother/Father. Age _____. Number of children.

1) Responses to example 1. (1 point)
Style: authoritative, permissive, authoritarian. (½ point)
Kohlberg's level: I, II, III. (½ point)
2) Responses to example 2. (1 point)
Style: (½ point)
Kohlberg's level: (½ point)

Repeat the above for each parent.

B. Do the following summary chart. (3 points)

	Styles			Kohlberg's Levels		
	Authoritative	Permissive	Authoritarian	I	II	III
Ex. 1						
Ex. 2						

C. What conclusions can you draw from these findings? You may also comment on this experience. (2 points)

Project Topic C: Is There A Mid-Life Crisis?

A) Ask 10 people to answer the above question. Ask them to explain what it is and why it is (or is not).

B) Find the answer to the above questions in five written sources: books, journals, newspapers, etc.

C) Decide for yourself what the answer is.

Your report should be numbered and written as follows:

1) Identify each person by: age_____, sex_____, Person No._____
Give the person's responses as completely as possible.
Repeat this for each person. (10 points)

2) Name your source. Give all pertinent information: author, title, place of publication, publisher, date, source no._____. (Use alternate styles for magazines, journals, etc.)
After identifying the source, give some direct quotations in answer to the questions: Is there, what is and why is or isn't there such a thing as a mid-life crisis?
Repeat the above for all 5 sources. (10 points)

3) Summarize your findings from your 10 people. (2 points)

4) Summarize your findings from your 5 sources. (2 points)

5) Draw your own conclusions based on this experience. (1 point)

Project Topic D: Self-Awareness - Me

After you have completed the required material given to you, your report should be completed as follows:

A. Be sure you have the complete packet of materials including computer print out. Put them in a two-pocket folder in the left pocket. (20 points)

B. Answer the following questions. Type them and put them in the right pocket. (Be sure your name and section are included.)

1. Which "test" gave you the most insight into yourself and why? (2 points)

2. What do you know about yourself now that you didn't know before? (1 point)

3. What was confirmed about yourself that you already knew or assumed about yourself? (1 point)

4. What suggestions would you make for using this assignment with other students? (1 point)

Sample Assignment #2

Clinical Written Assignment — SURGICAL TECHNOLOGY

Must be completed by April 22. Failure to complete 90% of assigned written work constitutes an unsatisfactory grade.

Required Laboratory Sheets: (1 point each)

1. Cysto (urology) rotation
2. Recovery Room
3. Anesthesia

Drug Cards: Due on Monday of the week of the scheduled service. (.5 each)

Cysto - (1) Dye
(2) local anesthetic

Recovery - (3) Adrenalin
(4) Sodium Bicarbonate injection

Anesthesia - (5) Sodium pentothal & Scopolamine
(6) Atropine
Anectine

GYN - (7) Pitocin

Vascular - (8) Heparin
(9) Protamine
(10) Demerol (class)

Bibliography Cards: (9 - .5 each)

Please select one from each of the surgical specialties. Hand in at least 1 per week.

Prep Sheets - (No points but mandatory)

Patient Care Study: (2 points)

A major abdominal surgical study should be completed in depth.

Project: (1 point)

Sample Assignment #3

Business

Directions for the project:

Read each case, outline the letter, draft the letter, and type the final copy of the letter, adding all the appropriate parts of the letter.

The Case. Today you (customer service manager of Ace Department Store) received by mail a wallet containing five cards and a charge plate bearing the name of your customer, Mrs. Ann Inglis. An honest stranger (Miss Elsie Albright, St. Louis, Missouri) writes that she found the wallet without any money in it, along the roadside north of a small town 50 miles east of St. Louis. Return the wallet to Mrs. Inglis. (Her address did not, of course, appear on the charge plate, and that's why Miss Albright returned it to your store.) You notice that the date on the charge plate expired last week; thus you are sending a new card so that Mrs. Inglis may continue to enjoy your many credit card advantages. (She is a good customer.) In checking her account, you find that no one else has used her wallet.

Instructional Procedure:

The letters in draft form are collected first. From those, illustrations are selected for class discussion and demonstrations of how to strengthen the illustrations. Drafts are then rewritten in accordance with the class discussion.

The rewritten letters are then collected, discussed, and returned. Grades are based on the results of the third writing of the letters.

Sample Assignment #4

OPERATING ROOM TECHNOLOGY

FOCUS: Total Care of the surgical patient.

GOAL: At the completion of the objectives of this written assignment the student will document, the pre, intra and immediate post-operative phases of surgical patient care.

OBJECTIVES:

1. Define the scheduled surgical procedure.
2. Describe the pre-operative care of an assigned surgical procedure with instructor's assistance.
3. Relate significant pre-operative tests to disease or surgical procedure.
4. Describe the operative care of the surgical patient in detail.
5. Describe the immediate post-operative care of the patient in the Recovery room.
6. Project the post-operative course with instructor's assistance and reference material.

Content of Material, in neat essay form or outline form typed, one side of page:

1. Define the scheduled surgical procedure

2. Describe the pre-operative care (reviewed with O.R. instructor from the patient chart)
   Include:
   - -patient history and course of illness, e.g., hernia, define the disease process, how long has he had, his symptoms, etc.
   - -review of physical exam, include vital signs also other diseases (define)
   - -pre-op orders
     - e.g., lab work - compare to normal
       x-rays ordered if pertinent
       shave prep
       other tests - EKG, etc.
   - -consent
   - -pre-operative medications, agents, classification expected effects.

3. Describe the anesthesia, agents used, how given, expected effect, length of anesthesia.

4. Describe position, include equipment, may want to diagram.

5. Skin prep and agents used prior to.

6. Method of draping.

7. Incision - describe, name, diagram.

8. Describe and diagram anatomy of procedure.

9. Describe the surgical procedure in detail, include in the explanation, how the following were utilized in the sequence of the surgical procedure. (You may use the LeMaitro and Finnegan as a guide.)

   - instruments - how and where used
   - supplies - where used
   - sutures - relate to areas and layers used on
   - medications - if used
   - closure
   - dressing

10. Describe the post-operative recovery room care, include:

    - admission to the R.R. - how and who admitted
    - vital signs
    - observe and describe the staff when checking
    - patency of the airway
    - stability of vital signs
    - level of consciousness
    - appearance of surgical area and dressing
    - patency of drains and external tubings
    - discharge criteria from the R.R. and transfer of the patient to his room.

11. Project the post-operative care, from discussion with instructor and reading. "Understanding Surgery" by Dr. Rothenberg may be used as a reference.

12. This Care Study should be researched and a bibliography included. Suggested references are:

    patient's chart
    discussion with surgeon
    LeMaitro & Finnegan
    Alexander's Care of the Patient
    Understanding Surgery (available from instructor)
    Aldrete, Antonia J. MD, "Recovery Room Scorecard," 17:3, AORN, March 1973, pg. 79.

Sample Assignment #5

Nursing II--Case Study: Newborn

A. OBJECTIVES: At the completion of this Case Study, the student will be able to:

1. Conduct a nursing appraisal of a newborn based on observation of general appearance and outstanding variations, including selected congenital defects.
2. Compare characteristics of this newborn with the textbook description of a neonate.
3. Test for major reflexes, and state the significance and time of disappearance of each.
4. Observe newborn behavior and record accurately and descriptively.
5. Identify nursing activities designed to protect the neonate from infection, chilling and accident.
6. Identify nursing care designed to promote the development of a sense of trust, according to Erikson.
7. State what conditions are tested for by law on all infants in this nursery.
8. Determine, from the medical record, the Apgar score, medications ordered, lab tests, feeding regimen, elimination pattern, and treatment plan for this neonate.
9. Describe the mother-infant relationship to the extent it could be observed during this experience.

B. WRITTEN ASSIGNMENT: In outline form, summarize information obtained from the following activities. Be as descriptive as possible.

1. In the nursery, perform a nursing appraisal and include the following information.

   a. Characteristics (weight, length, skin, eyes, ears, mouth, fontanels, pulse, respirations, color, cry, umbilical cord, genitalia and any variations from normal). State the textbook picture for each characteristic and compare your baby with this description.

   b. Reflexes (test for the following reflexes, describing what you did to elicit the response and what the infant did in response: sucking, rooting, Moro, grasp, tonic-neck, Babinski, magnet, crossed extension, trunk incurvation, Landau). For each reflex, state its significance and time of disappearance.

   c. Congenital Defects: Describe how you tested for congenital hip dislocation, jaundice, torticollis, talipes, cleft lip or palate and imperforate anus.

   d. Observe infant for a five minute period, write down, as specifically and descriptively as possible, exactly what you saw and heard.

   e. If this newborn had or you observed any special problems, state the rationale for this being a problem and describe the plan of care in caring for this newborn.

f. State at least two ways in which you:

1. maintained asepsis in the nursery,
2. conserved the baby's body hear,
3. provided for the baby's safety.

g. It has been pointed out that the major psychosocial task of the newborn is the development of the sense of trust (Erikson's first stage). Identify as many examples as possible of experiences the baby may have in the nursery which may foster or inhibit the development of the sense of trust. Include teaching of the mother, i.e., suggestions of ways in which parents can foster the development of trust during the period of infancy.

2. From the chart, determine the following:

a. Apgar score - if below 9, try and ascertain from the staff the reason for the score.

b. Lab values - Hmg, Hct, Rh type and blood group. Compare with the expected newborn values and state the purpose for each test. Also state the purpose of the following tests: Coombs, bilirubin, dextrostix (glucose). If tests not yet performed, state expected norms in textbook.

c. Medications including classification, dosage, reason for use and methods of administration.

d. Feeding: If formula fed, determine type, frequency of feeding, amount taken and how tolerated.

If breast fed, indicate frequency and success with nursing.

If this baby were allergic to milk-based formula (Enfamil, Similac), what alternative formulas are available in your hospital?

e. Stools - describe the changes which have occurred in this infant's stools since birth.

f. What conditions are tested for by law on all infants?

3. Mother-Infant Relationship

a. Observe or describe how the mother's behavior relates to theories by Erikson and Maslow.

b. Observe or assist the mother during feeding and describe mother-baby interaction.

c. Summarize the effect you think this baby will have on the family unit.

Sample Assignment #6

Surgical Technology

Project Goal:

Visual aid with a legend and bibliography.

Three people will be working on one project.
You will: - meet and pool your information,
- sift through it,
- organize it,
- coordinate it to have one visual aid

1. By February 10 - Each individual should research his or her assigned section. Then meet and compile the information and make an outline.

2. March 3 - Continue research, condense, coordinate the sections and make a rough draft.

   Rough draft will include: 1--diagram of visual aid
   2--draft of the legend
   3--bibliography

   Legend: use creativity - can be written small block, i.e., under a picture and/or separate written area where applicable, i.e., pathology.

3. Final project March 31 - Finished visual aid legend and bibliography.

   Ready to be turned in on March 31.

4. April 26 - Oral presentation to classmates.

5. Contact - Orthopedics - Faculty member
   Neurosurgery - Faculty member
   Vascular - Faculty member

Sample Assignment #7

Agriculture - Greenhouse Crops

THOUGHT QUESTIONS. Read carefully. Be concise and accurate with your answers. Good luck!

1. Mr. Hugo Thorn asks, "Okay, Cheryl, since you are a rose expert, tell me how I can test new varieties of roses without buying new plants?" He does not have any room for any new plant material to be planted in his benches; no pots either. What should Cheryl tell him?

2. Mrs. Ima Scheutnoze snorted, "Hmph! Who do those rose growers think they are? I actually heard one talking about building a rose plant! I wonder if they need any glue?" Okay, growers, explain to the lady what building a plant means. Briefly outline the reasons and steps for her.

3. Becky told Brenda, "You should cut to a pointed bud whenever you prune." Should Brenda agree? Explain.

4. Kathy exclaimed to Bill, "NO! You should plant the bud union right at the soil line!" Should Bill agree? Explain.

5. Connie told Luanne, "One reason we plant in January is because of reduced water loss as compared to planting in June." Is this right? Why?

Sample Assignment #8

Contract for Seminar

THE CHALLENGE OF ACUTE CARE NURSING

The student must select any 3 of the 6 items listed below. All work must be completed on or before April 26 in order to receive a "Passing" grade for the seminar.

_____1. Select 10 articles from the bibliography or from another source (professional journal or professional book) and write the following on a 3 X 5 index card.

-Journal title; title of article; author and page numbers in proper format
-Summary of the article
-Value of the information obtained from the article in your work situation

_____2. Nursing care conference. Select a patient from your work situation. Plan a nursing care conference to be given to follow staff in the hospital. Prior to the conference, hand in your outline of the conference agenda. Tape record your conference at the hospital (tape recorder and tape will be provided). Following the conference, summarize the following in writing:

-Any difficulties encountered
-Benefits for the patient
-Nursing staff reaction(s) to the conference (can be positive or negative)

_____3. Write a Nursing Care Plan. Select a patient from your work situation and write a Nursing Care Plan using the nursing process - J.C.C. senior year nursing - 202 form. This form will be provided.

_____4. Write a mini-paper. The topic of this paper should be the same as one of the topics presented in seminar. The paper should present the topic more in depth and/or from a different point of view. The length of this paper should be approximately three typewritten pages and include footnotes and bibliography.

_____5. Mini-presentation. The student will prepare a 20-30 minute presentation to present to the seminar group. The topic may deal with any aspect of acute care nursing.

_____6. Assessment tool or flow sheet. The student will develop a tool or flow sheet that would perhaps help other staff nurses in patient care. The assessment tool should deal with a topic covered in the seminar.

Sample Assignment #9

Contract for Physical Assessment

NURSING 225

The student must complete the following contract in order to receive a grade for the course.

The starred (*) are required. You may choose only the starred items or any conbination thereof to total 100%.

_____1. Fifteen bibliography cards. The student will read 15 articles either from the bibliography or another source and write a summary of the article on a 3" X 5" index card. Include title of the article, author, professional journal, page numbers and publication date in proper format.

_____2. Mini-presentation in class. The student will prepare and present a 15-20 minute lecture on a topic related to physical assessment to be given in class.

_____3. Mini-paper. The student will prepare a typewritten paper of 3-4 pages in length including footnotes and bibliography on a topic related to physical assessment.

_____4. Nursing Care Plan. The student will prepare a nursing care plan using the Nursing 201 Form on a patient in your work setting.

_____5. Physical Assessment Flow Sheet. The student will prepare a flow sheet in an area related to physical assessment.

*____6. Mini-paper-clinical. After clinical at HGS, the student will complete the prepared clinical form after completing a complete physical assessment on an assigned patient.

*____7. Mid-Term Exam.

*____8. Final

_____100% Total

_____Name

PLEASE COMPLETE BY SEPTEMBER 13

Sample Assignment #10

MINOR FOREST PRODUCTS

Writing Assignment Objective: These assignments are designed to help the student apply their basic writing skills to their forestry background.

To the Student: As professional, college-educated forestry persons we have a responsibility to inform the general public and holders of private lands as to the potential productive utilization of our Nation's Forest Resources. In your professional career, there will be many instances when you will be asked to compose reports concerning a wide variety of problems and/or people concerning forestry practices.

I sincerely hope that the practice of writing these assignments will give you some measure of expertise and confidence in your ability to write an accurate, professional paper.

Assignment

Each student is asked to compose two research articles. The articles will cover a Topic or Topics selected from the attached list or those approved by the instructor.

(A) The Introductory Article
The first or "Introductory Article" will be graded on the basis of one hundred potential points. Each student is required to compose an introductory article. The main body of this article will be three pages in length. Articles longer than or shorter than three pages will not be accepted. Pages of photos, graphs etc., will not be counted in the three pages.

The writer is asked to compose a short article (3 pages), light though informative on a selected topic. The article should attempt to catch the interest of the reader in hopes that this person will seek more information on this topic on his/her own. It should be assumed that the reader has no previous background in Forestry/Wood Technology. This article is to be written for an audience such as those who read Reader's Digest, Life, Ladies Home Journal or Popular Science.

Example: the purpose of this article might be to inform the reader of the management of Tropical Forests. The writer's basic research information may indicate that these forests hold unlimited potential utilization.

The article's main theme may then be, "Tropical Forests To Supply World Wood Demands through 2,000." The basic supposition of an abundant supply should be backed-up with interesting, authorative, cited data and/or information. The writer's attempt should be to simply "hook" her/his audience, not to bore or to lose him with a poor title or opening statement.

One week from date of assignment (_____) a statement of title, basic article supposition (i.e, Tropical Wood Supply Abundant) and a minimum of five literative citations will be collected. This statement will be graded based on the basis of fifty points. The finished article will be collected two weeks from that date.(_____) This will be graded on the basis of 100 potential points.

(B) The Research Article
The Research article will be graded on the basis of 250 points potential. This article is a much more in-depth, formal presentation of material. The topic may be the same one as the introductory article or may be a different one. The topic, however must still be from the attached list. The length of the finished article must be between, specifically, eight and twelve pages. Two persons may pool their efforts in composing the research article. Title, sources, and progress of this article will be checked by the instructors only at the request of the writer. Due date for this article is (_____).
The research article should be composed for an audience which has been excited by a good informative article.
They have a basic knowledge of Forestry/Wood Technology.
Rather than simply inform as did the first article, this one is designed to present an in-depth discussion and literature search.
All writers are encouraged to:

(1) Use Graphs, Tables, Xeroxed photos, Original photos, Drawings

(2) State personal views which can be substantiated by information/data

(3) Give projections of future activity in the chosen area

Grading

Papers will be assigned grades as follows:

(A) Content and thoroughness of subject matter - 50%

(B) Presentation (Did it make sense?), organization, style, grammar and spelling - 25%

(C) Format - 15%

(D) Neatness - 10%

Both articles will be returned with a cover sheet indicating values assigned in the four above areas and additional written comments where applicable. No corrections/comments will be made on the individual's original article.

Format

The basic format for the article will be as follows:

(A) Cover Page

(1) The Title will be in the center of the page.

(2) Author's name, course title and number, date of submittal, and the words "Introductory Article" will be located in the lower right-hand corner.

(B) Table of Contents

(1) Each page of the articles will be represented in the table of contents:

Table of Contents

Page	Subject material
1	Present Tropical Species of Indonesia
2	Present Supplies of Indonesian Woods

(C) Abstract

This is a one paragraph summary that concentrates, in itself, the essential qualities of the article.

(D) Main Body of Article:

The main body of the article will contain a general introduction to the topic, a discussion of the material and conclusions drawn by the author.

(E) Literature Cited

This is an alphameric listing of all materials cited in the article. The individual may use the format in the accompanying article or may follow that of the Harbrace Handbook.

General Comments

(1) No page numbers are to be used

(2) Abstract, Table of Contents and Literature cited should all be on separated pages.

(3) All materials handed in must be typed, double spaced.

(4) Tardy materials will be graded as follows:
(A) One Day - Loss of 25%
(B) Two Days - Loss of 50%
(C) Three Days - Loss of 75%
(D) Four Days - Loss of 100%

PAPER TOPICS

1. Forest Management: Tropical
2. Oaks
3. Forest Management: Asian
4. Forest Land Use History: United States
5. Acid Rain--Affect on Forest Growth/Products
6. Forest Management: Energy Production
7. Forestry: Exploitation Hardwoods
8. Maple Syrup Production
9. Plywood Production
10. Composite Board Manufacture
11. Log Homes
12. Pelletization of Wood for Energy
13. Wood: The Renewable Resource, The Future, Demands, Prices, Volumes, Forest potential
14. The Drying of Wood
15. The Preservation of Wood
16. Wood Residue Utilization: Industrial
17. Charcoal Production
18. Naval Stores
19. Tropical Woods Imported into the United States
20. Mechanical Properties of Wood
21. Microscopic study of: (A) Pine (Eastern White)
22. (B) Maple (Sugar)
23. (C) Oak (Red)
24. (D) Cherry
25. (E) Beech
26. Small Woodlot Management for Energy
27. Wood as a Source of Large Scale Energy Production: Municipal and/or Industrial
28. The Southern Pine Plantation Programs
29. Wood As An Energy Source
30. Gasification and Alcohol Production from Wood
31. Christmas Tree Industry
32. Modified Woods: Wood Polymer Composites
33. Wood Testing

C. Standards/Criteria for Writing

In many instances the teams are functioning within a college-wide priority of increasing student skills in writing, and in some instances, for basic academic skills in general. As a result, some teams tended to address the question of writing standards and acceptable performance criteria to a greater degree than at other colleges. In a few instances the question of acceptable standards is being considered by individual departments. This section consists of:

- a proposed set of college standards for written work
- a draft model of a checklist of common writing problems with potential for use as a group training tool as well as by individual instructors
- a listing of skills that are needed by an individual who is able to write competently.

PROPOSED COLLEGE STANDARDS FOR WRITTEN WORK

Content:

All written work of one paragraph or more should:

--contain a clear, easily identifiable thesis statement.

--be organized in an order appropriate to the topic and the thesis statement.

--provide appropriate specific explanation, illustration, and/or demonstration of the thesis statement.

--be written at an appropriate level of style.

--contain no extraneous material.

--contain no errors of spelling, punctuation, or usage.

Copy Quality:

"Copy" means any written matter designed to be read (or to be reproduced for reading) by persons other than the author. "Professional Copy" is sometimes called "clean copy." It is easily readable and has few or no corrections.

A professional copy is required in response to all out-of-class written assignments and may be required for some in-class assignments. The course instructor will indicate in the assignment the level of copy required.

Level 1: Handwritten Copy

A professional quality handwritten copy is legible with adequate margins and good spacing. Minor corrections and additions after proofreading should be made neatly. If there are many such changes, the piece should be copied over. All work should be in ink on 8½ x 11" lined paper.

Level 2: Typed Copy

A professional quality typed copy is neatly done with a good ribbon on quality bond paper. Final corrections and additions after proofreading should be done by the typist if possible. Where only a few changes are to be made, a single line may be drawn through each error and corrections made in ink.

Tentative Model:
A Checklist of Common Writing Problems

A. Word Choice

___1. Imprecise Words
___2. Confusion of Terms
___3. Inappropriate Words
___4. Triteness
___5. Redundancy
___6. Wordiness
___7. Using the Proper Idion ("I agree to a few of his principles.")
___8. Mixed Metaphors

B. Sentence Structure

___9. Sentence Fragments
__10. Run-on Sentences
__11. Comma Splices
__12. Awkward Constructions
__13. Misplaced Modifiers
__14. Parallel Cwnstruction
__15. Syntax (Word Order)

C. Grammar

__16. Subject-Verb Agreement
__17. Pronoun Case
__18. Tense Shifts
__19. Dangling Modifiers

D. Organization (Paper Level)

__20. Clear Thesis
__21. Introduction } clear,
__22. Conclusion } purposeful
__23. Transitions--Development of Ideas
__24. Paragraphing
__25. Detailed Examples (Specificity)
__26. Logic
__27. Demonstrated Thought (It is obvious the writer considered subject.)
__28. Tendency Towards Summary Rather Than Examination

E. Punctuation

__29. Comma Usage
__30. Semicolons
__31. Colons
__32. Quotation Marks
__33. Dashes
__34. Parentheses
__35. Hyphens
__36. Apostrophes
__37. Italics
__38. Capitals
__39. Spelling

F. Style

__40. Conciseness
__41. Clarity
__42. Completeness
__43. Vagueness
__44. Coherence
__45. Repetition
__46. Overly-Simple Sentence Structure
__47. Active vs. Passive Voice
__48. Consistency of Point of View
__49. Tone

Other Comments

A Listing of Writing Skills[1]

1. Ability to print, write or type letters (the alphabet)
2. Capitalization
3. Knowledge of physical format of written page, letter shape, spacing, margins and indenting
4. Spelling/Abbreviations
5. Sentence Structure
6. Punctuation
7. Gathering material
8. Organizaing material
9. Outlining material
10. Paragraph structure
    - A. Topic sentence
    - B. Development sentence
    - C. Concluding sentence
11. Paragraph series
12. Style
13. Tone
14. First Draft
15. Editing
16. Rewriting

[1] Developed by the Literacy Volunteers of America

D. Forms Used in Evaluation of Local Programs

An objective of the January training session was to provide teams with an outline of the kinds of evidence being sought by the project to help determine the effectiveness of general project strategy, as well as the effectiveness of local inservice programs. As a result, most teams have sought feedback from their local professional development program. In instances of in-class application of strategies by faculty members, team leaders are also seeking indications of the extent to which selected strategies are useful and helpful to career students. A selection of these forms are included for reference. A follow-up evaluation by the project is underway and will be included in the project final report.

College O

Evaluation: Local Professional Development Programs

Tasks Written and Tried in Your Classes

1. Did you develop a speculative writing task or an outside assignment?

2. Did you devise a handout that meets the demands of your assignment?

3. Does the task relate to one or more course objective?

4. What did you emphasize in your directions to the students?

5. Did you ask them to address a particular audience?

6. Did you try to do this task?

7. How does this task compare to those you've used previously? If this is a "new" task, what prompted you to try it?

8. What kinds of errors did you look for in evaluating the papers?

9. Did you explain your criteria to the students and then did you carefully use them in evaluating their papers?

10. Why was this a good task? Would you change anything? What? Why?

College H

Evaluation: Professional Development Program

A.	very low 1	2	3	4	5	6	7	very high 8
Group participation								
My own participation								
Group interest								
Usefulness of session								
Effectiveness of presentation								
Degree to which your objectives were met								
Degree to which workshop objectives were met								

B. What parts of the workshop were most useful to you?

C. As a result of the session, have you changed the nature of your writing assignments?

D. Mention one or two strategies that you have used to help your students overcome difficulties in handling written assignments.

E. Do you feel that you can apply the ideas presented to your students?

F. To what extent do you agree with the following statement: "Every instructor can use writing assignments to enhance the quality of his course."

G. Are you interested in meeting in small group "working lunch" sessions to discuss students' writing assignments?

H. Would you like to see the writing program continued on campus and, if so, what specific suggestions (i.e., the research paper, evaluating student writing assignments) would you like to see implemented?

I. Please give other suggestions for further faculty development activities.

Evaluation: Writing to Learn Faculty Development Workshop

1. Did you find this workshop helpful to you in using student writing in your classroom? Please explain.

2. Can you list any things that you will try to do differently, based on what you have learned today?

3. What new things do you think you might try?

4. What problems do you anticipate in trying some of the techniques we have talked about today?

5. Would you like some help using writing in your classroom in the fall?

   Yes No Unsure

6. Would you be interested in working with a small group of faculty to continue working with student writing in the classroom?

   Yes No Unsure

College N

Evaluation: Professional Development Program

1. Was the presentation clear?

   Comments:

2. Will it be possible for you to incorporate the strategies presented in your courses next year?

   Comments:

3. Which strategy would be most useful?

   Comments:

4. Would you attend future workshops in "Writing in the Content Area"?

   Comments:

5. Would you recommend to a colleague that he or she attend a staff development workshop on "Writing in the Content Area"?

   Comments:

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